



Washoe County

Lois Allen ES

School Performance Plan: A Roadmap to Success

Lois Allen Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Michon Boucher

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School Designations: X Title I CSI TSI X ATSI

Our SPP was last updated on September 6, 2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Michon Boucher	Principal(s) <i>(required)</i>
Christine Schene	Other School Administrator(s) <i>(required)</i>
Jennifer Depaulis, Krista Connolly, Josh Novick, Hailee Rinella, Felecia Buice, Norma Robles, Justin Connolly, Karly Millar, Ashley Croney, Jennifer Depaulis	Teacher(s) <i>(required)</i>
Claire Edlebeck	Paraprofessional(s) <i>(required)</i>
Emily Hargreaves	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [LOIS ALLEN ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/LOIS-ALLEN-ELEMENTARY-Nevada-Accountability-Portal)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<p>Overall, ELA SBAC scores improved slightly with slight improvements in 3rd and 5th grades</p> <p>Overall, Math SBAC scored improved slightly in 5th grade</p> <p>Students demonstrating upward trends in ELA and Math in overall MAP scores</p>	<p>SBAC proficiency levels continue to be low in both ELA and Math</p> <p>Chronic Absenteeism with 28% of students attending less than 90% of the school year.</p>
<p>Problem Statement: Whole school proficiency is below the district level across all grade levels in both ELA and Math.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Need for student language acquisition strategies in Tier I instruction • Need for improved attendance • Need for improved academic vocabulary instruction • Need for more student discussion in classrooms and during instruction • Need for focus on grade level academic standards for all students 	
Student Success	



School Goal: By the end of the 2023-24 school year, 50% of students will score at grade level or above on iReady Diagnostics in both ELA and Math.

Formative Measures:

- iReady diagnostics Fall/Winter/Spring
- NWEA MAP assessments K-3
- Grade level common assessments

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Tier I grade level standards will be taught using language acquisition strategies (GLAD/Elevation/Kagan) for all Math and ELA lessons.

Evidence Level: Tier 3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- ELD facilitator and Learning Facilitator (BLF) continue to attend professional learning around coaching and professional development
- ELD and BLF to attend PLCs and grade level meetings to support planning, data analysis, intervention and enrichment planning
- Teachers use Leveled Literacy program for ELA intervention groups ESSA
- Teacher use Envision/Bridges intervention programs for intervention groups in Math
- All students included in Tier I ELA and Math instruction using language acquisition strategies (GLAD, Ellevation)
- Teachers use iReady, MAP, and common formative assessments to review student learning and

Lead: *Who is responsible for implementing this strategy?*

Leadership Team, BLF, ELD, principal



plan next steps in PLCS

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Resources Needed: *What resources do you need to implement this improvement strategy?*

- District Curriculum
- ELD and Building Learning Facilitators
- Leveled Literacy Kits

- MAP K-3
- iReady K-5
- School-wide Block Schedule to include time for PLCs, vertical meetings, professional development

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Need for additional time in school schedule to include professional learning time for all K-5 teachers.*
- *Potential Solution: Hiring intervention/specials teacher in order to create master schedule that includes PLC time during the school day, utilizing early release Wednesdays for strategic professional development aligned to SPP goals*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title Funds
- District funded ELD coach
- District funded Building Learning Facilitator
- District scheduled early release Wednesdays



Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: EL students' overall SBAC ELA and Math proficiency scores below the school and district averages.
- Support: Teachers will use Ellevation and GLAD strategies in Tier I instruction as identified by individual student language needs and skills. ELD facilitator will provide Language Acquisition professional development during early release Wednesdays.

Foster/Homeless:

- Challenge: Children in Transition and Foster students have a higher rate of absenteeism and behavior incidents than the general school population. Students not attending Tier I instruction continue to fall behind in the core subjects as indicated on SBAC scores.
- Support: Continue targeted PBIS supports and building partnership relationships with families to connect with the school and community resources

Free and Reduced Lunch:

- Challenge: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.
- Support: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.

Migrant:

- Challenge: No migrant students identified
- Support: No migrant students identified

Racial/Ethnic Groups:

- Challenge: 71% of student population is Hispanic, 41% of these students are English Learners
- Support: ELD facilitator to attend PLC, vertical and planning meetings to support use of language acquisition strategies. ELD and BLF to

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



provide language acquisition and EL strategies during professional development throughout the school year.

Students with IEPs:

- Challenge: For the 22-23 school year students on an IEP demonstrated some growth on SBAC. Although, the overall percentage of proficiency is still below the school and district averages.
- Support: Special Education teachers push into the general education classes to provide additional, targeted support during Tier I ELA and Math instruction

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
Teachers participating in PLCs to plan Tier I instruction, review student data and plan intervention/enrichment · Some teachers are using Ellevation strategies · Some teachers using GLAD strategies · Teachers using common Math and ELA curriculum and assessments-School City, iReady, common assessments	<ul style="list-style-type: none"> • Only a slight increase in overall SBAC scores in both ELA and Math • Decrease in student proficiency in ELA and Math • 32% of Allen staff reported work stress as an area of concern on the staff climate survey • 49% agreed or strongly agree that they are feeling burnt out
<p>Problem Statement: Need for grade level Tier I instruction to meet the learning and language needs of all students</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Need for student language acquisition strategies in Tier I, II, and III • Need for improved student attendance • Need for improved vocabulary in all grade levels • Need for more student discussion in classroom 	
Adult Learning Culture	



School Goal: By the end of the 2023-24 school year, all certified teachers will participate in the PLC process to identify essential standards, aligned assessment and intervention/enrichment strategies to include language acquisition strategies in ELA and Math.

Formative Measures:

- PLC notetaker
- K-3 MAP Scores
- K-5 iReady Diagnostic

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons in Tier I grade level instruction

Evidence Level: Tier 3 promising evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- All certified staff trained in using Ellevation to identify appropriate strategies for each lesson
- Building Learning Facilitator and ELD to participate and facilitate K-5 PLCs
- Building Learning Facilitator and ELD to provide ongoing PD and coaching of language acquisition strategies

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Building Learning Facilitator
- English Language Facilitator
- All staff access to Ellevation
- District GLAD professional development

Lead: *Who is responsible for implementing this strategy?*

Principal, ELD, BLF, leadership Team



- Block schedule and early release Wednesdays

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time for teachers to work together in weekly PLCs
- *Potential Solution:* Develop master schedule to include an hour weekly for PLC time for teachers K-5

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- District general budget to fund Building Learning Facilitator
- District EL to fund English Language Facilitator
- Title 1 to fund intervention/specials teacher

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: WIDA Access data reflects a need for improvement in speaking and writing across all grade levels
- Support: Classroom and EL teachers will collaborate during PLCs to identify specific strategies to support EL Students in Tier I instruction. EL teacher will work with EL students in Reading, Speaking and writing

Foster/Homeless:

- Challenge: Many of the students identified as homeless or in foster care need additional supports with SEL and basic resources
- Support: SEL strategies build into daily schedule utilizing PBIS and Sanford Harmony curriculum. Team to be trained in Restorative practices this year.



Free and Reduced Lunch:

- Challenge: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.
- Support: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.

Migrant:

- Challenge: No migrant students identified
- Support: No migrant students identified

Racial/Ethnic Groups:

- Challenge: 41% of Hispanic student population are English Learners
- Support: Whole class grade level instruction with language supports and EL teacher push in support.

Students with IEPs:

- Challenge: Students with IEP need both targeted support based in individual student need as well as Grade level Tier I instruction with supports.
- Support: Special education teachers to attend grade level and vertical PLCs to collaborate in planning, data review, analysis of student data for individual students

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PBIS/House System • Awards Assemblies • Positive School Climate survey results • Monthly classroom newsletters 	Chronic Absenteeism greater than 24 percent for the last two school years
Problem Statement: Chronic absenteeism greater than 24 percent for the 2021-22 school year	



Critical Root Causes of the Problem:

- After COVID decreased motivation to attend school, school expectations not being reinforced, lack of transportation during bus blackout weeks.
- Decreased family school connections and partnerships

Connectedness

<p>School Goal: By the end of the 2023-24 school year, 85% of all students will attend school more than 90% of the time.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Monthly infinite campus attendance reports 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>
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<p>Improvement Strategy: Increase family engagement opportunities and continued PBIS rewards system for attendance</p> <p>Evidence Level: Tier 4</p>	<p>Lead: <i>Who is responsible for implementing this strategy?</i></p> <p><i>Update after Strategy Selection</i></p>
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Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Combine attendance with PBIS committee
- Fund student prizes for quarterly drawings
- Students receive monthly attendance certificates/pencils for perfect attendance
- Messaging to families regarding importance of attendance.
- Increase opportunities for families to engage with the school including family academic and evening events, student awards assemblies, increased parent communication through newsletters and Connect Ed.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Student reward certificates/pencils
- Raffle prizes
- PBIS house system including House Bucks
- Parent engagement committee
- Parent feedback

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Students don't always have control over their attendance

Potential Solution: Messaging to parents about importance of attendance

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General funds for prizes and certificates
- Title Funds for Parent engagement



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating with students and families regarding the importance of attendance and family engagement opportunities in native languages.
- Support: Use of interpreters during family events, parent conferences, fliers and newsletters

Foster/Homeless:

- Challenge: 55% of CIT students were chronically or severely chronically absent during the 22-23 school year. This is well above the 28% average overall
- Support: Before and After school care and tutoring offered for additional help. School Dean and counselor identify chronically absent students and connect them with school/community resources if needed.

Free and Reduced Lunch:

- Challenge: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.
- Support: Allen is 100% FRL-whole student body challenges being addressed, no individual student specific challenges.

Migrant:

- Challenge: No migrant students identified
- Support: No migrant students identified

Racial/Ethnic Groups:

- Challenge: 41% of Hispanic student population are English Learners
- Support: Use of interpreters during family events and parent conferences. All communication sent home to families is interpreted in Spanish.

Students with IEPs:



- Challenge: 27% of students with an IEP were chronically absent during the 22-23 school year.
- Support: Special education case managers monitor their students' attendance and provide additional supports as needed.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night	8/29/23	<ul style="list-style-type: none">• Community outreach present during event was well received this included: Community Health Alliance, JOIN, Boys and Girls Club, Girls on the Run, Team Up, Girls Scouts